

**School of Arts and Letters**

**COURSE SYLLABUS** HIS 13203 World Civilization II

# Spring 2023

# Class meets on: Monday through Friday 10:12 am – 10:56 am

Class meets at: South Gallia High School Room 143

Instructor: Dafney Davis, MEd, MS

 Phone: (740) 256-1054

 Email: ddavis@rio.edu

Office: South Gallia High School Room 143

Office Hours: Monday through Friday 2:45-3:45

Additional Contact Information: Kenni Horton, Department Secretary-(740) 245-7182 hortonk@rio.edu

**GENERAL EDUCATION OUTCOMES**

Upon completion of the General Education Program, students will be able to accomplish the following:

• Communication: Demonstrate effective communications skills in reading, writing, speaking, and listening. (Skills, literate)

• Cultural Diversity: Demonstrate a scientific knowledge of human behavior and acknowledge cultural diversity of different peoples of the world. (Liberal arts and science- based knowledge, respect for people, integrity)

• Human Values: Use an understanding of the historical and philosophical development of current cultures to demonstrate respect for human values and perspectives. (Liberal arts, literate, respect for people)

• Ethical Behavior: Demonstrate understanding of ethical reasoning by constructing arguments on issues of importance of society (Self-directed, ethically responsible, concerned with integrity, respect for people).

 • Technological Literacy: Demonstrate appropriate technological literacy and skills for personal and professional use. (Knowledge and skills, literate)

• Health & Well-Being: Demonstrate an understanding of behaviors that best promote personal health and psychological well-being. (Ongoing learning experience, self-directed, committed to excellence)

• Aesthetic Awareness: Identify and appreciate artistic expressions from historical, philosophical, and cultural perspectives. (Liberal arts, aesthetically aware)

• Critical Thinking: Use appropriate critical thinking skills to solve problems. (Literate, ongoing learning experience)

• Scientific Reasoning: Demonstrate an understanding of the fundamental concepts of mathematics and science, analytical ability, problem-solving capacity, and the use of the scientific method. (Science-based awareness, ongoing learning experience, literate)

**COURSE DESCRIPTION**

Survey of intellectual, religious, philosophical, political, economic, scientific, and social achievements of World Civilizations from the beginning of the sixteenth century through the modern world. This course includes the Americas, Europe, Africa, and Asia.

**CREDIT HOURS**: **3**

**TEXTBOOK AND OTHER REQUIRED MATERIALS**:

Strayer, R. W., & Nelson, E. W. (2019). *Ways of the world: A global history with sources* (4th

 ed.). Boston, MA: Bedford, Freeman & Worth. Print

**PROGRAM OUTCOMES**

A study of history should make the past more intelligible, give an insight into continuing human problems, and develop a confidence in humankind’s ability to cope with new environmental conditions. Moreover, an understanding of our own history and that of people who differ from us sharpens the critical faculties and tends to arouse a sense of social responsibility.

**COURSE OUTCOMES**

The Student will:

• Apply critical thinking to analyze primary and secondary sources.

• Explain the cause, effect, and relevance of specific historical events and/or periods within the broader historical context.

• Understand and articulate diverse historical interpretations.

• Clearly demonstrate the ability to understand and apply basic historical concepts, methodologies, and approaches.

• Articulate historical arguments in a variety of forms of communication.

**UNIT ASSIGNMENTS:**

Guided Reading

Your textbook is known as one of the most “student-friendly” textbooks in World Civilization II classrooms nationwide, however it may challenge your vocabulary. Use it to your advantage. A reading will be provided.

Primary Source Analysis

For each unit, you will be expected to read, analyze, and interpret a wide variety of primary sources such as:

* Written sources (letters, journals, government documents, newspapers, etc.)
* Maps
* Statistics tables
* Works of art

Secondary sources and Interpretations

Aside from the textbook, we will look at historical scholarship of various viewpoints and historical eras. This will help you develop your own historical interpretation.

World Civilization II Writing

Each unit will give instruction and practice in writing the DBQ (Document-Based Question), SAQ (Short Answer Question) and LEQ (Long Essay Question) essays. Some of these will be peer-reviewed, while others will be timed and graded by me.

Simulations, Discussions, and Socratic Seminars

Students will regularly engage in simulations, discussions, and seminars that will require ACTIVE participation, critical thinking, collaboration, and group problem solving

Practice Tests and Unit Exams

Each unit will include a summative assessment based upon the contents of that unit. These will include multiple choice questions as well as timed LEQ, SAQ, and DBQ essays.

**GRADING:**

|  |  |  |  |
| --- | --- | --- | --- |
| Category | Description |  Purpose | Percent of total grade |
| Homework & Classwork | This includes weekly chapter notes, notecards and in class skill building activities. | This is heavily weighted as it is the primary way in which students gather historical content knowledge and develop disciplinary practices and reasoning skills. | 5% |
| Review | These activities can include: in class simulations, collaborative projects, online simulations and a variety of other content review assignments. Typically, these are completed at the end of each time period unit. | This category is designed for students to understand the importance of continuous content review to engrain information to their long-term memory. The breadth of 10,000 years of human history requires retention of key information from the beginning to the end of the curriculum. | 10% |
| Writing | This includes weekly writing assignments used as formative and summative assessments. These assignments will assess students abilities to analyze historical evidence and develop and support a historical argument. Writing assignments will increase in length and difficulty over time. | This category is heavily weighted to reflect the importance of mastering historical argumentation and writing skills. Students ability to develop and support their historical argument is worth 60% of their overall test score. Hence writing skills are  | 25% |
| Quizzes | A chapter quiz comprising multiple choice questions will be given when chapter notes are due. Although this category is worth 0% on its own, it has a valuable incentive for students. If they earn 80% on the reading quiz, they will automatically earn 100% on the corresponding chapter quiz - excluding Stimulus based questions. | The purpose of these quizzes is to determine if students have gathered the most important information from each chapter. These quizzes prepare students for the upcoming chapter test and indicate the content from each chapter that is most difficult, which will be emphasized prior to the chapter test. | 20% |
| Exams/Tests | Exams are typically at the completion of each unit and will test students on their content knowledge, source analysis and critical thinking skills. There will be one test for each chapter and chapter tests will also include a portion of review questions from previous chapters. | This category is designed to assess students’ ability to ascertain and retain the most important content knowledge over time. Low scores in this category would suggest a need to try new study strategies.  | 25% |

**EXTRA CREDIT:** NONE

**GRADING SCALE: A = 95-100%** | A- = 90-94% | B+ = 87-89% | **B = 84-86%** | B- = 80-83% | C+ = 77-79% | **C = 74-76%** | C- = 70-73% | D+ = 67-69% | **D = 64-66%** | D- = 60-63% | F = <59%

**COURSE OUTLINE/SCHEDULE:**

**Unit 4: 1450-1750 Global Interactions**

**Key Concepts:**

* Globalizing Networks of Communication and Exchange
* New Forms of Social Organization and Modes of Production
* State Consolidation and Imperial Expansion

**Topics for Overview Include**:

* Bringing the Eastern and Western Hemispheres Together into one World
* Ming and Qing Rule in China
* Japanese Shogunates
* The Trading Networks of the Indian Ocean
* Effects of the Continued Spread Belief Systems

**Special Focus:**

* Three Islamic Empires: Ottomans, Safavid, Mughal
* Cross-cultural Interaction: *The Columbian Exchange*
* The Atlantic Slave Trade
* Rise of Western European Colonialism

**Activities and Skill Development:**

* Students will read *The Columbian Exchange* by Alfred Crosby and write an essay evaluating the causes/consequences of the transfer of plants, animals and diseases.
* Writing a Comparison Essay: Process of empire building, students compare

Spanish Empire to either the Ottoman or Russian Empires

* Writing a Continuity and Change Over Time Essay: Continuities and Changes in trade and commerce in the Indian Ocean during the 600-1750 time period.
* Students will read primary and secondary sources on the Tokugawa and Russian Empires in the 1450-1750 time period. Students will role play either Ieyasu or Peter the Great with a counter partner. Students will write an essay comparing and contrasting Japanese and Russian actions and reactions to Western influences in the 1450-1750 time period.

**Unit 5 1750-1900 Industrialization and Global Integration**

**Key Concepts:**

* Industrialization and Global Integration
* Imperialism and Nation State Formation
* Nationalism, Revolution, and Reform
* Global Migration

**Topics for Overview Include:**

* The Age of Revolution: English Revolution, Scientific Revolution and Enlightenment
* American Revolution, French Revolution and its fallout in Europe, Haitian and Latin American Revolutions
* Global Transformations: Demographic Changes, the end of the Atlantic Slave Trade, Industrial Revolution and its impact on the world

**Special Focus:**

* Decline of Imperial China and the Rise of Imperial Japan
* 19th Century Imperialism: Sub-Saharan Africa, South and Southeast Asia
* Comparing the French and Latin American Revolutions
* Changes in production in Europe and the global impact of those changes

**Activities Include:**

* Writing a Comparison Essay: Comparing the roles of women from 1750-1900 student choices: East Asia, Western Europe, South Asia, or Middle East
* Students will analyze five political cartoons about European imperial expansion in Asia and Africa to identify how nationalism and the Industrial Revolution served as motivating factors in empire-building in 1750-1900.
* Students will utilize a series of documents, maps, and charts in the Document Based Question about indentured servitude in the 19th and 20th centuries; students will assess the connections between the abolition of plantation slavery and increased migrations from Asian countries to the Americas.
* Students will work in collaborative groups to analyze the spread of the Industrial Revolution around the world through six individual’s composites written from 1850-1929 in 10 countries of the world. Included: Germany, Persia, Japan, Brazil, U.S.A., India and Egypt All countries will have a representative from the ruling elite, merchant class, intellectual/artist, farmer, worker, and religious figure. After studying their individuals, posters will be created to share with the class. What were the arguments for and against industrializing?
* Students will utilize and evaluate a series of documents and artworks in a Document Based Question about African reaction /action to European imperialism and then write the essay with the CORE requirement in mind.

**Unit 6 1900-Present Accelerating Global Change and Realignments**

**Key Concepts:**

* Science and the Environment
* Global Conflicts and Their Consequences
* New Conceptualization of Global Economy and Culture

**Topics for Overview Include:**

* Crisis and conflict in the Early 20th century Including Anti-Imperial Movements, Russian, Chinese, and Mexican Revolutions, Depression, Rise of Militaristic and Fascist Societies, WWII
* Internationalism: Decolonization, the Cold War World, International Organizations, the Post-Cold War World, Globalization

**Special Focus:**

* WWI and WWII: Global Causes and Consequences
* Development of Communism in China, Russia and Cuba
* Responses to Western Involvement in Sub-Saharan Africa: Imperialism, the Cold War, and International Organizations

**Activities Include:**

* Writing a Comparison Essay: Comparing the political and social effects of revolution students will select two from the following regions: China, Russia, or Mexico.
* Writing a Continuity and Change Over Time Essay: Continuities and Changes in the formation of national identities 1900-Present. Students choose from among the following regions: Middle East, South Asia, or Latin America.
* Students debate the benefits and negative consequences of the rapid advances in science during the 20th and early 21st centuries.
* Students trace the development of one form of popular culture in the 20th century and present a graphic or visual display of their research to the class.
* Students will view and analyze eight posters of SCAP (Supreme Commander of the Pacific) design to teach Japanese citizens about their new constitution. What differences did the new constitution contain when comparing it to the old constitution?
* Students will analyze an African Independence Ledger identifying patterns, generalizations and inferences in release, geographic region, causes and reasons for release.

**Essay Writing:**

Throughout the course students will be required to write essays in class demonstrating their mastery of content as well as their ability to develop coherent written arguments that have a thesis supported by relevant evidence. During this semester a focus will be on the development of essay writing skills by spending time on essay writing workshops utilizing the following format in essay development.

**Introductory Paragraph – 3 to 4 sentences, ending with a thesis statement**

*Analytical Thesis statement—what should it include?*

* Time period
* Region (s)
* The answer to the prompt

**Organization of Body Paragraphs-**

* Topic Sentence—this can be general since the thesis contains specificity
* General Assertion—identifies one aspect of the thesis (i.e. a change, a difference, etc.)
* Support/ historical evidence/ examples—Be specific!
* Analysis- explain cause and/or effect
* Repeat format as necessary
* Concluding Sentence

**Concluding Paragraph**

* 3-4 sentences
* Start by revisiting thesis in its entirety

Essay writing workshops will include group discussions utilizing example essay, self-evaluation, and peer evaluation.

**Primary Source Reading**

Throughout the first semester students will have the opportunity to develop and enhance their skills at interpreting, and analyzing primary source materials including documents, maps, charts, graphs and visuals. The ability to comprehend and analyze primary sources will first be practiced in large group and small group discussion then in individual primary source assignments.

**Directions for Primary Source Work**

Read the document or study the data or visual. Then write a summary (the main point or points) of the document. This summary should be a brief paragraph and should highlight the main idea of the source in the student’s own words. The analysis of the source will be contained in a separate paragraph and should include:

* Historical Context—where the source fits in the framework of history
* AP themes that the source addresses. Students will be required to identify where and explain how the source addresses the theme.
* Point of view of the author, the type of document and/or tone of the source
* Purpose and/or intended audience
* Group documents effectively for analysis

This skill will be developed throughout the first semester using class discussions and partner discussions with the end goal that all students will understand how to analyze the overall point of view of a source, and to be able to discuss how that that point of view may affect the source.

**Some of the sources used for these exercises include:**

- The Code of Hammurabi

- The Epic of Gilgamesh

- Asoka’s Rock and Pillar Edicts

- Shi Huangdi’s Terracotta Army (visual)

- Tao Te Ching

- The Bhagavad-Gita

- The Torah

- Confucius’ Analects

- The New Testament

- The Qu’ran

- Ibn Battuta’s “Travels in Asia and Africa”

- Matteo Ricci’s “The True Meaning of the Lord of Heaven”

- Population growth charts

- Migration charts

- Karl Marx’s “The Communist Manifesto”

- Winston Churchill’s “Iron Curtain Speech”

Students will continue to practice their skills at interpreting and analyzing primary sources by using them to synthesize information in essays.

**FINAL EXAM: Monday, May 1st**

**INSTITUTIONAL POLICIES**

***ADA POLICY:*** *If a student wishes to be identified as having a physical, mental, or learning disability, that may or may not require reasonable accommodation(s), he/she must register with the Office of Accessibility.  These registered students should identify themselves to their instructors and provide a written statement from the Accessibility Office that indicates the appropriate accommodations.  The process of a student self-proclaiming the need for accommodation should occur as early in the semester as possible.  The Office of Accessibility phone is 245-7339 and is located in Rhodes Hall, Room 116, University of Rio Grande.*

***FERPA:*** The University of Rio Grande and Rio Grande Community College are committed to fully respecting and protecting the rights of students under the Family Educational Rights and Privacy Act (FERPA).  These rights generally include the right to inspect, review and seek amendment to the student's education records and the right to provide written consent before personally identifiable information from education records is disclosed.  Under FERPA, students have the right to file a complaint with the US Department of Education concerning alleged failures to comply with FERPA.  Please see the Student Records Confidentiality/Rights Under FERPA section of the Student Handbook for details and more information.

**MENTAL HEALTH STATEMENT**: As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Services are available to assist you with addressing these and other concerns you may be experiencing.  Contact the office of Accessibility (740-245-7439) to learn more about the confidential mental health services available to you.

Ohio Hopeline (Center for Suicide Awareness): **Text “hopeline” to 741741 for immediate crisis counselling.**

***INCOMPLETE POLICY:*** *Incompletes will only be granted for extenuating circumstances, such as illness, accident, etc. which will prevent the student from completing the course; an incomplete grade cannot be given to avoid a failing grade in the course. To apply for an incomplete, contact the Office of the Registrar. There is a $70 fee for incompletes (may be waived in certain circumstances).*

***ACADEMIC DISHONESTY:*** *Standard university**policies, as described in the Student Handbook, apply.*

***WITHDRAWAL:*** *Standard university**policies, as described in the Student Handbook, apply. Deadlines are listed on the campus website.*

***COPYRIGHT:*** *Materials used in association with this course may be copyright protected. These items are provided for educational purposes and are intended for the use by only those students officially enrolled in the course. Individuals may not copy, duplicate, download, or distribute any of these items outside this course without first considering United States copyright law (Title 17, US Code) and Rio Grande’s copyright-related policies.*